



Mountain View Elementary

6350 Mountain View Road
Taylors, Sc 29687

Grades	PK-5 Elementary School	
Enrollment	850 Students	
Principal	Tommy Hughes	864-355-6800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

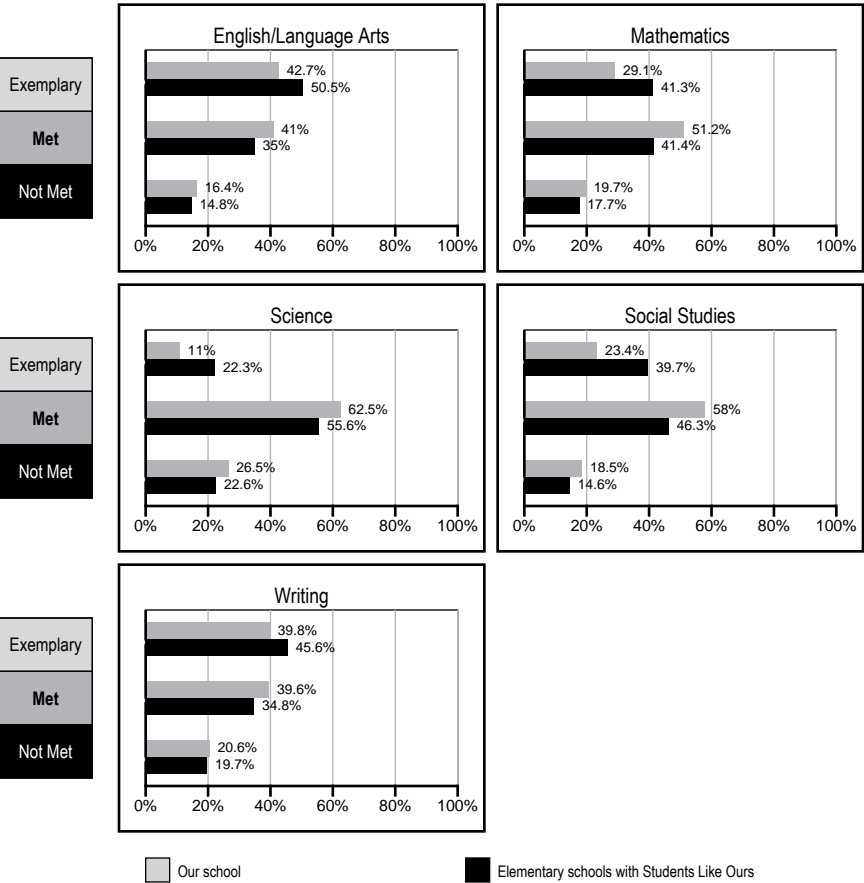
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	18	7	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=850)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	No Change	1.5%	1.9%
Attendance rate	96.4%	Down from 96.6%	96.7%	96.3%
Eligible for gifted and talented	17.4%	Down from 18.4%	17.8%	10.0%
With disabilities other than speech	10.4%	Down from 12.2%	7.7%	7.7%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	66.7%	Down from 67.3%	60.7%	59.4%
Continuing contract teachers	87.0%	Up from 86.5%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 90.3%	86.4%	85.9%
Teacher attendance rate	95.7%	Down from 96.1%	95.3%	95.1%
Average teacher salary*	\$47,417	Up 6.5%	\$47,927	\$47,149
Professional development days/teacher	10.7 days	Down from 12.8 days	10.2 days	11.1 days
School				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.6 to 1	20.0 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 91.2%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,095	Up 7.4%	\$6,632	\$7,458
Percent of expenditures for instruction**	72.7%	Up from 72.1%	70.6%	68.8%
Percent of expenditures for teacher salaries**	64.8%	Down from 65.7%	66.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Mountain View Elementary in cooperation with the community is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning. Mountain View Elementary is a warm, community-centered school steeped in rich tradition. We have received the Red Carpet Award twice, which honors schools that provide warm, friendly environments where people are not only welcomed, but are also made to feel part of the school family.

At Mountain View, our focus is on the whole child. It is important for us to meet the needs of children on many levels. Not only are we concerned with the academic needs of the children, but we also address other issues such as safety and wellness. We have implemented Zest Quest, which is a school-wide wellness program. This program educates students, families, and faculty and encourages them to make healthy choices in life. Mountain View received the Safe Schools award. This award requires various safety lessons to be taught to students, families, and faculty. We encourage all community members to be a part of our school family by volunteering and being present for events in our building.

Mountain View is a learning community. We work in cooperation with area universities to train pre-services teachers. Our faculty members participate in many worthwhile professional development opportunities, such as the pursuit of advanced degrees, technology training, and integration of the arts. Seven teachers are currently National Board certified. Mountain View teachers have received the numerous grants and achievement awards and have presented at state and national conferences. Our principal received the Greenville County Principal of the Year award.

Every classroom at Mountain View is outfitted with computers and a Promethean Board. Our school offers many opportunities for professional development in the use and integration of technology in the classroom. Technology is also used as a major means of communication, both in the school and throughout the community.

Tommy Hughes, Principal
Mr. and Mrs. Jon Craig, SIC Committee Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	140	92
Percent satisfied with learning environment	98.0%	90.7%	95.6%
Percent satisfied with social and physical environment	98.0%	95.7%	97.8%
Percent satisfied with school-home relations	98.0%	95.0%	93.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	431	100	16.4	41	42.7	90.5	84	82.8	Yes	Yes
Gender										
Male	210	100	17.5	39.8	42.7	89.3	80.8	79.3	N/A	N/A
Female	221	100	15.3	42.1	42.6	91.7	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	387	100	14.7	39.9	45.4	91.3	89.5	89.5	Yes	Yes
African American	23	100	36.4	45.5	18.2	77.3	72.7	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	14	100	33.3	50	16.7	83.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	72	100	55.1	33.3	11.6	55.1	52.5	52	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	161	100	24.2	42.7	33.1	85.4	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	431	100	19.7	51.2	29.1	88.6	80.9	78.9	Yes	Yes
Gender										
Male	210	100	18	50.5	31.6	90.3	79.6	77	N/A	N/A
Female	221	100	21.3	51.9	26.9	87	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	387	100	18.1	51.4	30.4	89.8	87	87.2	Yes	Yes
African American	23	100	40.9	45.5	13.6	72.7	66.3	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	14	100	25	50	25	91.7	75.3	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	72	100	50.7	37.7	11.6	62.3	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	161	100	26.8	52.2	21	86	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	290	100	26.5	62.5	11	73.5	71.3	67.5
Gender								
Male	142	100	21.6	64.7	13.7	78.4	70.8	67
Female	148	100	31.3	60.4	8.3	68.8	71.8	68
Racial/Ethnic Group								
White	259	100	25.1	63.9	11	74.9	79.5	79.5
African American	15	100	50	35.7	14.3	50	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	53	100	60	36	4	40	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	60.4	59.6
Socio-Economic Status								
Subsided meals	112	100	35.8	60.6	3.7	64.2	57.5	55.1

Social Studies

All Students	290	100	18.5	58	23.4	81.5	75.7	72.3
Gender								
Male	141	100	17.3	54.7	28.1	82.7	75.1	71.5
Female	149	100	19.7	61.2	19	80.3	76.3	73.2
Racial/Ethnic Group								
White	257	100	16.9	58.7	24.4	83.1	81.7	80.7
African American	20	100	31.6	52.6	15.8	68.4	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	47	100	51.1	38.3	10.6	48.9	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	105	100	27.9	55.8	16.3	72.1	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	432	100	20.6	39.6	39.8	79.4	72.9	70.2	96.4	96.5
Gender										
Male	211	100	26.2	41.3	32.5	73.8	66.4	63.2	96.5	96.4
Female	221	100	15.3	38	46.8	84.7	79.7	77.5	96.4	96.5
Racial/Ethnic Group										
White	386	100	18.9	39.6	41.5	81.1	80.5	79.1	96.4	96.3
African American	22	100	50	31.8	18.2	50	57.1	57.6	97.6	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	95	97.6
Hispanic	17	100	33.3	33.3	33.3	66.7	61.3	62.6	96.9	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.8	68.7	93.7	95.2
Disability Status										
Disabled	67	100	73.8	20	6.2	26.2	28.4	26.1	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	60.5	61.2	98.1	97.2
Socio-Economic Status										
Subsidized meals	161	100	35.5	32.3	32.3	64.5	58.8	58.9	96	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	141	100	15.8	29.5	54.7	84.2
	4	149	100	19.7	46.9	33.3	80.3
	5	141	100	13.2	46.3	40.4	86.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	141	100	28.8	39.6	31.7	71.2
	4	149	100	12.9	56.5	30.6	87.1
	5	141	100	17.6	57.4	25	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	70	100	41.2	41.2	17.6	58.8
	4	149	100	23.1	66.7	10.2	76.9
	5	71	100	19.1	75	5.9	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	71	100	19.7	67.6	12.7	80.3
	4	149	100	15.6	57.8	26.5	84.4
	5	70	100	23.5	48.5	27.9	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	141	100	25.2	36.7	38.1	74.8
	4	149	100	23.8	45.6	30.6	76.2
	5	142	100	12.5	36	51.5	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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